

Dominican University
Graduate School of Library and Information Science
LIS773: School Libraries
3 Credit Hours
Spring 2014
Tuesdays, 6:00 – 9:00 pm
Course Site: <http://lis773wyatt.wikispaces.com/>

Erin Drankwalter Wyatt, Ph.D.
Adjunct Instructor
Office Hours: By Appointment
Email: ejdwyatt@gmail.com

I. Course Description

The course introduces students to the history, purpose, function, structure, and management of school libraries; provides practice for broad planning in curriculum, personnel, facilities, finance, acquisitions, and public relations; and examines contemporary issues, legislation, technologies, and service to the exceptional child.

II. Required Texts

Illinois School Library Media Association. (2010). *Linking for Learning*. 3rd edition.
Canton, IL: ISLMA.

III. Supplemental Readings and Supplies

Readings in addition to the required texts will be made available through the course site.

IV. Learning Objectives

Students will:

- Examine the history, purpose, function, and structure of school libraries within the scope of education reform.
 - Aligns to GSLIS Learning Goals and Outcomes: 1a, 1b, 1c, 5f
- Realize the instructional, administrative, and leadership roles of school librarians.
 - Aligns to GSLIS Learning Goals and Outcomes: 2a, 2b, 3b, 3c, 4d, 5d, 5e, 5f, 5g
- See strategic planning as a means to manage human, financial, and physical resources in a school library.
 - Aligns to GSLIS Learning Goals and Outcomes: 2c, 2d, 3a, 5c, 5d, 5e, 5f, 5g
- Explore the professional literature to answer essential questions about school libraries.
 - Aligns to GSLIS Learning Goals and Outcomes: 1e, 3d, 5e, 5g
- Practice means for assessing and advocating for school libraries.
 - Aligns to GSLIS Learning Goals and Outcomes: 4a, 4b, 4c, 5a, 5b, 5c, 5d, 5e, 5f, 5g
- Analyze school libraries in action through field observations and interviews.
 - Aligns to GSLIS Learning Goals and Outcomes: 5f, 5g

- Articulate a personal vision of a quality school library.
 - Aligns to GSLIS Learning Goals and Outcomes: 1d, 5e

V. Assignments and Course Requirements

A. Course Design. Class time will include lecture, discussion, demonstrations, presentations, virtual interactions, and time for collaboration. Students will have individual and group assignments.

B. Assignments. The assignments, which are worth a total of 100 points, are listed below. Please note all assignments should be posted and/or shared to the appropriate area of the course web space. Assignment descriptions and rubrics will be available on the course site. Please use either APA or MLA format (style and citation) where appropriate. Files that are submitted should be named using the formula lastname_assignmentname.

1. Reflections on Professional Literature and Landscape of the Field – 15 points

In order to get familiar with the professional literature and the landscape of the field, each student will complete **five** personal reflections on an aspect of a particular journal, blog, or other information resource related to school library practice and/or research. Each reflection should focus on a different resource in order to give each student exposure to the variety of available resources.

Addresses course objective which states, “Explore the professional literature to answer essential questions about school libraries.”

DUE 1/21, 2/4, 2/11, 2/25, 3/18

2. Vision and Mission Statement – 5 points

Each student will develop a vision and mission statement for a high quality school library media program based on standards and core competencies. You may choose to write general statements you can carry with you into practice or you may choose to write statement for a specific program, real or imagined.

Addresses course objective which states, “Articulate a personal vision of a quality school library.”

DUE 1/28

3. Issues in School Library Management Presentation – 20 points

Students will each develop some expertise within a key area or topic of school library media management and share that expertise in a session for the class.

The presentation will be 20 minutes and an accompanying research-based resource about the issue will be prepared. Students will choose topics from a list of possibilities. Other ideas are welcome but must be approved in advance. The presentation will include both oral and visual components.

Addresses the course objective which states, “Examine the history, purpose, function, and structure of school libraries.”

DUE at time of presentation. Sign up required - 2/4, 2/11, 2/18, 2/25, 3/11

4. Assessment of the School Library Program – 10 points

Students will work in small groups to create a presentation of no more than fifteen minutes that assesses a district's school library program using *Linking for Learning*. Your group will represent librarians from schools in your district and make the presentation as if the audience is the school board, district administrators, and community members. Use whatever tools you deem necessary to make your presentation.

Addresses course objective which states, "Practice means for assessing and advocating for school libraries."

DUE 3/25

5. Collection Development Proposal – 20 points

Build or enhance a section of a school library collection. While working under the constraints of a budget to build this collection, students will evaluate and select materials to best meet student and teacher needs. Students will use a range of professional resources to help design the proposed collection and be able to articulate what sources were used as well as explain how the proposed collection materials will meet the need of the targeted users.

Addresses the course objective which states, "See strategic planning as a means to manage human, financial, and physical resources in a school library."

DUE 4/8

6. Action Plan – 10 points

Each student will create EITHER a written report (aim for about 1200-1500 words in length) OR a multi-media object that details an action plan item for a school library that has been inspired by a need you discovered through talking with a practicing school librarian.

Addresses the course objectives which state, "Analyze school libraries in action through field observations and interviews" and "Realize the instructional, administrative, and leadership roles of school librarians".

DUE 4/22

7. Portfolio – 5 points

The Illinois State Board of Education requires a professional portfolio for prospective educators. Students will begin to fulfill the portfolio requirement in LIS773 in preparation for the exit interview from the SLMP program. The LIS773 portfolio will contain aspects from your work completed in the course.

DUE 4/29

8. Class Participation and Commitment – 15 points

It is expected that students will be active participants within the course. The course grade, particularly the class participation component, will be impacted by absences and missing class time. Students are expected to have read the assigned materials prior to class. Students are encouraged to share relevant

prior knowledge and professional experiences that will help inform and enrich the class meetings. There will be some in class activities that will contribute to the class participation grade.

VI. Assessment

Graduate students are expected to attend each class, be punctual, and produce work of professional quality with citations wherever appropriate. It is also understood that graduate students have commitments outside of course work. It is the responsibility of the student to obtain any material covered or assignments missed. Missing class time may result in a grade deduction.

All course participants are expected to conduct themselves in accordance with the standards outlined in the academic integrity policy. "Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Failure to maintain academic integrity will not be tolerated." (DU 2010-2012 Undergraduate Bulletin, 29 and GSLIS Student Conduct Statement)

All assignments will be due at the beginning of the class period. Late work will result in a grade reduction. All written work should be clear and error free.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D	F
95-100	90-94	85-89	80-84	75-79	70-74	65-69	64-below		

The faculty of the Graduate School of Library and Information Science use the following guidelines in grading:

Grade	Numeric Equivalent	Definition
A	4.0	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations with nearly flawless work.
A-	3.67	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	3.33	Good solid work. Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B	3.0	Satisfactory acceptable work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.
B-	2.67	Marginal work. Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work; indicates danger of falling below acceptable grading standard.

C+	2.33	Unsatisfactory work. Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.
C	2.0	Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.
C-	1.67	Poor work.
F	0.0	Failing Grade.

(DU GSLIS Bulletin)

VII. Course Calendar

Session One, 1/14 - Introduction and Overview

Introductions, course requirements, and beginning exploration of what it is to be highly-qualified, professional school librarian and the standards for the 21st Century Learner.

READ:

- *AASL Standards for the 21st-Century Learner* –
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- Library Information Specialist from ISBE -
http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/27450_libraryinfo.pdf

Session Two, 1/21 – Envisioning Your School Library & Evaluating Your Program

Overview of SLMP requirements, history of school libraries and educational reform, and developing a mission and vision for a school library. Strategic planning and evaluation as a way of guiding and assessing school library program.

READ: *Linking for Learning*, p. 5-8, 16-18, 19-56

Guest Speaker: Don Hamerly, Director of SLMP at Dominican

DUE: Reflection #1

Session Three, 1/28 – Standards

An exploration of ISAIL, AASL Standards for the 21st Century Learner, and the Common Core with an eye toward how these standards guide what is happening in the school library program.

READ: *Linking for Learning*, p. 10-14

ISAIL Standards – link provided on course site

Common Core State Standards – link provided on course site

DUE: Mission/Vision Statement Due

Session Four, 2/4 – Collaboration & Communication

Working within a learning community, building collaborative partnerships, and using collaborating to impact student learning.

READ: *Linking for Learning*, p. 19-56 (take another look)

Other Readings as Assigned

DUE: Reflection #2

Session Five, 2/11 – Instruction & Assessment

Spring 2014

An examination of instructional strategies within the library program and methods of using formative and summative assessment.

READ: *Linking for Learning*, 76-77, 80-81, 92-93

Other Readings as Assigned

DUE: Reflection #3

Session Six, 2/18 – Transliteracy

Discuss the role of the school library and librarian in addressing multiple literacies.

READ: *Linking for Learning*, p. 90-91

Other Readings as Assigned

Session Seven, 2/25 – Collection

Discuss collection development, selection issues, and practices for developing and maintaining library collections, and strategies for staying up to date in a rapidly changing environment.

READ: Other Readings as Assigned

DUE: Reflection #4

Saturday Opportunity, 3/8 - ISLMA Mini-Conference

Excellent opportunity for professional development and to talk to practicing school librarians.

Session Eight, 3/11 – Budget

Maintaining a budget for the school library, examine models of budgeting, and sources of funding for libraries.

READ: *Linking for Learning*, p. 84-85

Other Readings as Assigned

Session Nine, 3/18 – Learning Space * VIRTUAL SESSION

Examine the school library's physical and virtual space.

READ: *Linking for Learning*, p. 82-83

Other Readings as Assigned

DUE: Reflection #5

Session Ten, 3/25 – Organization of Collection

A look at how the way the resources are organized work to meet teaching and learning needs of students and staff of the school. The recent emergence of genrefying and Dewey free organization will be explored

DUE: Assessment of the School Library Program

Session Eleven, 4/1 – Policies and Management

Discuss the importance of policies to the success of the school library program.

READ: *Linking for Learning*, p. 78-79

Other Readings as Assigned

Session Twelve, 4/8 – Staffing

Discuss the school librarian's role in developing and maintaining library support staff.

Spring 2014

READ: *Linking for Learning*, p. 57-70

Other Readings as Assigned

DUE: Collection Development Proposal

Session Thirteen, 4/15 – Outreach, Marketing, and Advocacy * VIRTUAL SESSION

Examine ways to effectively market school library programs to stakeholders, develop outreach and advocacy efforts, and tackle the elevator speech.

READ: *Linking for Learning*, p. 72-75

Other Readings as Assigned

Session Fourteen, 4/22 – Professional Development

Look at ways to use professional development for building and maintaining the school library programs and developing a personal learning network (PLN).

READ: *Linking for Learning*, p. 88-89

Other Readings as Assigned

DUE: Action Plan

Session Fifteen, 4/29 - Being a Professional & Leadership

Discuss the school librarian's role in the learning community and the importance of forward-thinking leadership in the school library, course wrap-up.

READ: *Linking for Learning*, p. 86-87

Other Readings as Assigned

DUE: Portfolio